



*The Texas Teacher Program at the University of Houston  
The Chinese Studies Program, MCL, CLASS, UH, TX  
CHNS 6371: Teaching Chinese as a Second Language*

Juan Ge 葛娟 Hua Sheng Academy  
September 5, 2012

<b>Unit theme</b>	My family
<b>Chinese Language Level</b>	Novice Low, Chinese Heritage language learners.
<b>Student age range</b>	6-9
<b>Time Frames</b>	45 minutes each for four lessons
<b>General pedagogical goals</b>	Upon completion of this unit, students will be able to exchange information related to one's family in the target language, and they can compare differences between China and US families with the knowledge which they learned.
<b>5C's Standards</b>	<p>The following standards are used in this unit's class activities to achieve the goals:</p> <p><b>Communication:</b></p> <p><b>-Interpersonal task:</b></p> <p>*Both in pairs and in large group settings, students ask each other questions to find out information (e.g., "How many people are in your family?" "What do your parents do?")</p> <p>*Through playing vocabulary games, students show what they know.</p> <p><b>-Interpretive task:</b></p> <p>*Students construct a family tree of traditional Chinese and a American family respectively after they watch a related video.</p> <p>*Students listen to a dialogue talking about family preferences in activity and complete worksheet.</p> <p><b>-Presentational task</b></p> <p>*Students orally present a family tree while incorporating newly learned kinship terms.</p> <p>*After discuss in pairs or small groups, students present their findings.(e.g., What their parents' occupations are, what activities do your family member like to do, etc.)</p> <p><b>Comparison:</b></p> <p>*Students are asked to think and compare differences between China and their own in the US: The makeup of families (both in terms of kinship term and in terms of family size)</p>

	<p>*The typical occupations</p> <p><b>Culture:</b></p> <p>*Understanding the roles of different family members in a Chinese family.</p> <p>*Understanding difference in Chinese between younger and older brothers or sisters.</p> <p><b>Connection:</b></p> <p>Terms/family tree</p> <p><b>Community:</b></p> <p>Deepening understanding of students' own community (including one's own family)</p>
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### Lesson Plan: Day One

<b>Teaching Focus</b>	<p><b>Grammatical Structures</b></p> <p>“这是谁?”他 /她是谁?”</p> <p>“这是我妈妈..., 那是我...”“他/她是我...”。</p> <p><b>Vocabulary :</b></p> <p>Learn and use basic kinship terms: 爷爷、奶奶、爸爸、妈妈、哥哥、姐姐、弟弟、妹妹</p> <p><b>Pronunciation:</b> soft tone, e.g., 妈妈 (māma)</p>
<b>Learning Objectives</b>	<p><b>Students will be able to...</b></p> <p>Describe family's photograph by using the sentence structure “这是..., 那是..”他/她是...”</p> <p>Design a family tree of three generations, correctly stating the title of each family member.</p>
<b>Material needed</b>	Family photographs, flash card, video clip, fly swatters.
<b>Instructional strategies</b>	<p><b>Warm up:</b> (5 min)</p> <p>Comprehensive input:</p> <p>Take out an enlarged photo of teacher's family and introduce the people in the photo to the students using the phrase “这是谁?” 这是...(爷爷、奶奶、爸爸、妈妈、哥哥、姐姐、弟弟、妹妹). Hand gestures can be used to help students understand whether a sibling is older or younger; for example, pushing your hand lower to show that your younger brother is younger/smaller than you. Teacher can also use this opportunity to review lesson one structures 他姓/叫_____, 他的名字是____, 他____岁(Interpretive, Interpersonal) (5 min)</p> <p><b>Activities:</b></p> <p>1. Vocabulary game: (7 min)</p> <p>*Have students repeat after teacher each family member vocabulary introduced.</p> <p>*Ask two students to come up to the board. The teacher provides the students with a family member name in Chinese and students point to the right person in the picture. (Interpersonal, formative assessment)</p> <p>*Fly swatter game: Put vocabulary words on the board. Ask two</p>

	<p>students to come up to the board at a time. The teacher gives the vocabulary in Chinese and students hit the word with fly swatter. The first student who hits the correct word gets a point. The student who first accumulates five points wins.(Formative assessment)</p> <p>*Students pair up, one holds a flashcard, one greets the people on the card. Teacher checks, records. (Interpersonal)(Formative assessment)</p> <p>2. Describe photos (10min)          *Students take out their family photos (Teacher asks students to bring their family photos on the previous day, so that they can introduce their family with the photo.) and splits students into pairs. In pairs, students need to use the sentence that teacher modeled to describe the photos. Teacher checks, corrects. (Interpersonal,) (Formative assessment)          “这是谁？这是爸爸...”“那是谁？”“那是爷爷...”          “他/她是谁？他是我妈妈...”</p> <p>*Role-play. Design a scene: “A friend visits my family”. The students play the host and guests. Hosts are asked to introduce a family photo on the wall to their guests. Teacher assesses their introduction with rubric. (Presentational, Summative assessment)</p> <p>3. Watch a video about a traditional Chinese and an American family. Teacher helps students understand through asking some questions about the video clip and prepare for constructing family tree. (Interpretive) (5 min)</p> <p>4. Students construct a family tree of traditional Chinese and a American family respectively based on the above video clip. The teacher will choose the most well-done family trees and evaluate them in front of the whole class and then encourage the others to do a better job. Teacher assess students with rubric. (Interpretive, summative assessment) (10 min)</p> <p>5. Divide students into four groups. Discuss the differences between traditional Chinese and an American family based on their family tree. Then report their findings.(Presentational, comparisons, culture, formative assessment) (3min)</p> <p><b>Closure:</b> (5 min)          *Teacher explains that the large family tradition was further shattered in the 1970s when the <i>one family, one child policy</i> was introduced (Interpretive, culture, community, comparisons)</p> <p>* Teacher sums up the day’s lesson.</p>
<b>Assessments</b>	<p>Formative:          *Teacher uses a small notebooks to keep track of the number of times volunteer to speak.</p> <p>*The assessment will be conducted informally throughout the lesson by teacher observation, students’ presentation, and game.</p> <p>Summative:</p>

	<p>*After a student introduce a family photo in the whole class, teacher assesses his /her performance with rubric</p> <p>*Teacher assesses students' family tree presentation with rubric.</p>
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### Lesson Plan: Day Two

<b>Teaching Focus</b>	<p><b>Grammatical Structures</b></p> <p>“你家有几个人？”我家有____个人，他们是____、____、____和____。</p> <p>“你有哥哥/弟弟...吗？”“我有____、还有____，我没有____。”</p> <p><b>Vocabulary:</b> 家人，“口”and“个”“二”and“两”</p> <p><i>Pronunciation:</i> Tone change for “一” as in “一个”</p>
<b>Material needed</b>	PowerPoint presentation, Family photos, “Teacher’s family” worksheet, “Students’ family tree” worksheet, Chinese children song “我爱我家”
<b>Learning Objectives</b>	<p><b>Students will be able to...</b></p> <p>*Ask and answer “How many people do you have in your family?” in Chinese</p> <p>*Ask and answer “Do you have siblings? How many siblings do you have?” in Chinese.</p>
<b>Instructional strategies</b>	<p><b>Warm up:</b> (5 min)</p> <p>1. Teacher briefly reviews last lesson. Teacher calls on some students randomly to check their understanding. (Formative assessment)</p> <p>2. Teacher shows a picture of a house and says “家，我的家”，twice, has all students to repeat. Ask some students to check for comprehension. (Interpersonal, formative assessment)</p> <p>3. Teacher points a picture of family members and says “家人，我的家人” twice, has all students repeat. (Interpersonal, formative assessment)</p> <p><b>Activities:</b></p> <p>1. PPT Introduction (10 min) -Start off by showing a photo of the teacher’s family (PPT should be differentiated to include the photo of the teacher’s.) Teacher begins by asking and answering the question: 我家有几口人？ 我家有____口人。他们是____。</p> <p>Teacher can also use this opportunity to review lesson one structures 他姓/叫____，他的名字是____，他____岁 to introduce their family member names and ages.</p> <p>-Teacher then points to their father, asking: 这是谁？这是我妈妈吗？</p>

Students respond:不是，这不是你妈妈。这是你爸爸。  
 -Teacher rotates through their family members in this fashion to practice the negative form of the structure. If Teacher does not have a certain sibling, he/she can also ask students: 我有弟弟吗？Students respond: 你没有弟弟。

If the teacher has a certain sibling, he/she can ask “我有哥哥吗？有几个？” and students answer like this “...个.” (Interpretive, Interpersonal, connection)

2. “Teacher’s family” worksheet (see the attachments below) (3 min)  
 Teacher distributes “Teacher’s family” worksheet, ask students to circle the right answer. (Interpretive, Summative assessment)

3. Teacher sums up “Teacher’s family,” shows the PowerPoint. (Interpersonal, 3 min)  
 我的家有八口人，他们是爷爷、奶奶、爸爸、妈妈、哥哥、姐姐和我。我有一个哥哥、还有两个姐姐，我没有弟弟和妹妹。Teacher reads and emphasizes “有”，“是”还有，“没有”，students repeat after teacher.

4. Asks all students take out their family photos, teacher and a student model the dialogue: (Interpersonal, 3 min)  
 T:你家有几口人？他们是谁？  
 S：我家有\_\_\_\_\_口人，他们是\_\_\_\_\_,\_\_\_\_\_和我。  
 T：你有姐姐/妹妹/哥哥 /弟弟...吗？他叫什么名字？他几岁？  
 S：我有/没有\_\_\_\_\_。他叫——，他——岁。  
 T：你有几个姐姐/妹妹/哥哥 /弟弟...，还有几个姐姐/妹妹/哥哥 /弟弟？  
 S：我有\_\_\_\_\_个姐姐/妹妹/哥哥 /弟弟，还有\_\_\_\_\_个个姐姐/妹妹/哥哥 /弟弟。

Teacher pairs up students and have them practice the dialogue based on their own family photos. Teacher walks around and checks for understanding. (Interpersonal, formative assessment, 4min)

5. Fill in your family tree (12 min)  
 -Students are then each provided with a simple family tree with spaces for parents and siblings, and a space in which to place a family photo.  
 -Students are divided into pairs and fill in the family tree of their partner based on taking turns asking one another questions. They write down the names of their partner’s family members, along with their appropriate family role in Chinese (爸爸/妈妈/哥哥/姐姐/弟弟/妹妹). Students ask questions using patterns: 你家有几口人？你有哥哥/弟弟/姐姐/妹妹吗？有几个？他们叫什么名字？

After students have finished filling out their partner’s family tree, each student is asked to introduce the family of their partner to the class based on the family tree they have filled out. They can use their partner’s photo and family tree to point to individuals as well. use

	<p>Rubrics for students' presentation. (Interpersonal, Presentational, summative assessment)</p> <p>6. Teacher goes over grammar points: “口”and “个” , ”二” and “两”(2 min)</p> <p>7. Sing the song 《我爱我的家》(3 min)</p>
<b>Assessments</b>	<p>Formative: The assessment will be conducted informally throughout the lesson by checking students' understanding, students' presentations and pair/group work.</p> <p>Summative: (1) “Teacher's family” worksheet.</p> <p>(2) Assessment for students' presentation with rubrics.</p>

### Attachments:

“Teacher's family” worksheet

1.我 ( teacher ) 家有几口人? 1 2 3 4 5 6 7 8 他们是 \_\_\_\_\_ ( 爷爷、奶奶、爸爸、妈妈、哥哥、姐姐、弟弟、妹妹 )

2.我有哥哥吗? 有 , 没有。 有几个? 1 2 3 4

3. 我有弟弟吗? 有 , 没有

4.我有\_\_\_\_\_个哥哥 , 还有\_\_\_\_\_个姐姐 , 我没有\_\_\_\_\_, \_\_\_\_\_。( 爷爷、奶奶、爸爸、妈妈、哥哥、姐姐、弟弟、妹妹 )

### Lesson Plan: Day Three

<b>Teaching Focus</b>	<p><b>Grammatical Structures:</b></p> <p>你的_____ ( 家人 ) 是不是_____ ( 职业 ) ?</p> <p>我的_____ ( 家人 ) 是_____(职业)。</p> <p>你的_____ ( 家人 ) 做什么工作 ?</p> <p>我的_____ ( 家人 ) 是_____ ( 职业 )</p> <p>你是____ ( 职业 ) , 他也是_____ ( 职业 ) ,</p> <p>你们都是_____(职业) 。</p> <p><b>Vocabulary:</b></p> <p>工作、医生、工程师、教师、工人、商人、厨师、警察、画家</p> <p><b>Pronunciation:</b> changes from 4<sup>th</sup> to 2<sup>nd</sup> tone when combined with a 4<sup>th</sup> tone character, e.g., 不是</p>
<b>Materials needed</b>	<p>PowerPoint, flash cards, pictures, fruits, tools, house made of paper, cartoon character stickers, students' oral presentation handout</p>

<b>Learning Objectives</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>*Describe the occupations of their own family members.</li> <li>*Ask and present the occupations of their classmates' family members</li> </ul>
<b>Instructional strategies</b>	<p><b>Warm-up:</b> (5 min)</p> <p>1.Sing the song 《我爱我的家》 again. (2 min)</p> <p>2.Ask students some simple questions, e.g., “今天是不是一月一号?”“今天是不是你的生日?”“你是不是中国人?...”, lead to a new sentence “是不是?” Teacher can also use this opportunity to review lessons which they have already learned. (Interpersonal, formative assessment) (3 min)</p> <p><b>Activities</b></p> <p><b>1.</b></p> <p><b>Purpose:</b> learn to how to ask one’s occupation with “是不是?” and answer this question with sentence “我是/不是___.” (15 min)</p> <p><b>Pre-activity:</b></p> <ul style="list-style-type: none"> <li>*Teacher takes out some fruits, asks “这是不是橘子?” students answer “是”or “不是”。</li> <li>*A student hides some fruits in a bag. Other students make a guess with the sentence “是不是....?”,Then gives the fruit as a prize. (Interpersonal)</li> <li>*Teacher says “I’m a teacher. What’s your ideal job when you grow up?”</li> </ul> <p><b>In-activity:</b></p> <p>Teach the occupations in Chinese with picture and flashcard, e.g., “医生, 教师...” Then have students repeat those new words as a class and individually to practice pronunciation and to memorize the meaning. Then teacher is going to randomly call the students to check their pronunciation. (Interpersonal, formative assessment)</p> <ul style="list-style-type: none"> <li>*Vocabulary game: Students are divided into 3 groups. Give a set of flash cards to each group. Teacher shows a picture, students who find the matching card hold it up and say it in Chinese. The group whose answer is right can get one point. The group which has most points wins.(Interpersonal, formative assessment)</li> </ul> <p><b>*Post-activity:</b></p> <p>Guessing game: Teacher writes down a kind of occupations on a card. Each student chooses one. Students use a tool and body language to show what’s the occupation is. Teacher guides other students make a guess with the sentence “你是不是医生...?”. This student needs to answer “我是/不是医生...” ( Interpersonal, formative assessment )</p> <p><b>2.</b></p> <p><b>Purpose :</b> learn how to ask one’s occupation with “你的____(家人)做什么工作?” and answer this question with sentence”他/她是_____. (10 min)</p>

	<p><b>Warm-up:</b> Teacher teaches students how to ask for/answer one's job using PPT/pictures. “你的_____ ( 家人 ) 做什么工作?” “他/她是_____ ( 职业 ) 。”</p> <p><b>In-Activity:</b>  *Teacher passes flash cards to students. Teacher will ask several students randomly “你做什么工作?” and have students answer based on the flashcard. ( Interpersonal, formative assessment )  *Teacher will say one occupation and students will stand up if they have the cards. Those who have different cards will say “你做什么工作?” Those who have the same cards will take turns standing up to answer: Student 1: 我是医生. Student 2: 我也是医生. The rest of the class will say “他们都是医生”</p> <p><b>Post-activity:</b> Teacher will call on students randomly to check their understanding. (Formative assessment )</p> <p><b>3. “扮家家” game (12 min )</b></p> <p>Students are divided into 4 groups. Each group chooses a house made of paper and several cartoon character stickers. Each group set up their own family respectively with these materials. Each group is asked to introduce their family in the whole class according to the handout(See below) and rubrics which are given by teacher. Other groups can ask questions after a group presents.</p> <p>(Interpersonal, presentational, summative assessment)</p> <p><b>Closure:</b> Teacher sums up the day's lesson. (3 min)</p>
<p><b>Assessments</b></p>	<p><b>Formative assessments:</b>  *Teacher uses a small notebook to keep track of the number of times students volunteer to speak. Also, the teacher can take notes while students are in pair/groups.  *Sing the song and play vocabulary game to review and learn new vocabulary.</p> <p><b>Summative assessment::</b>  Rubrics for students oral presentation</p>

**Attachment**

**Handout:** The introduction of your family must include the vocabulary and grammar from this unit and can include previously learned ones as well. You can refer to the following template.

你们好，这是我的家，这是我的家人。

我家有\_\_\_口人，他们是\_\_\_\_\_、\_\_\_\_\_、\_\_\_\_\_。

我有\_\_\_\_\_个\_\_\_ ( 家人 )，还有\_\_\_\_\_个\_\_\_\_\_ ( 家人 )。

这是我\_\_\_\_\_ ( 家人 )，他/她叫\_\_\_\_\_名字，他/她\_\_\_\_\_岁，他/她是\_\_\_\_\_ (职业 )。

那是我\_\_\_\_\_ ( 家人 )，他/她叫\_\_\_\_\_名字，他/她\_\_\_\_\_岁，他/她是\_\_\_\_\_ (职业 )。

我爱我的家，再见。





	<p>the teacher directs all students to say “我喜欢滑雪,不喜欢看电视...” (Interpersonal).Then pairs students to demonstrate. (Interpersonal ) (3 min)</p> <p>*Inside-outside circles: Teacher gives the flashcards of family members to students in the inside circle and image cards of family activities to students in the outside circle. Students Q &amp; A each other. Students in the inside circle asks using the sentence “你的...(家人 ) 喜欢做什么?” The students in the outside circle require answer “我的____(家人 ) 喜欢____.” Have the circles move in different directions, clockwise and counter-clockwise. Then switch rules and do another round. Teacher walks around and checks.(Interpersonal, formative assessment) (7 min)</p> <p><b>3. Listening comprehension</b> (10 minutes)</p> <p>Teacher records a dialogue (see attachment) before class. Assessment of students’ listening comprehension with rubric 1: Have students listen to the recording and answer 10 multiple choice questions. (Interpretative, summative assessment)</p> <p><b>4. Class Survey:</b> (10 min)</p> <p>*Prepare the survey form (see attachment) for students and ask all students to turn it in.</p> <p>*Each student interviews three classmates and fills out the form in English. (Interpersonal) Teacher needs to check and correct errors.(Formative assessment)</p> <p>*Each student need to report his/her findings in Chinese. (Presentational) Assess students oral presentation with rubric 2 (Summative assessment).</p> <p><b>*After each student presents, others can ask questions.</b></p>
<b>Assessments</b>	<p><b>Summative assessment:</b></p> <p>*Assessment of students’ listening comprehension with rubric 1.</p> <p>*Assess students oral presentation with rubric 2.</p> <p><b>Formative assessment</b></p> <p>*Teacher uses a small notebook to keep track of the number of times volunteer to speak.</p> <p>*Vocabulary games checks students’ recognition and memorization to new vocabulary.</p> <p>*After a student reports ,ask interviewees to evaluate and other students can ask questions.</p> <p>*All the students need turn in the survey form.</p> <p>*Exit ticket: teacher can choose a question or a small /specific task for students to do as their “pass “to leave the classroom at the end of the period.</p>

**Attachments**

Dialogue:

- A: 你好，我叫李小梅，你叫什么名字？
- B: 你好，我叫 Jack,我今年 7 岁了，我上二年级，你呢？
- A: 我十岁，我上五年级了，你是美国人吗？
- B: 我不是美国人，我是英国人。你呢？
- A: 我是中国人。
- B: 你家有几口人？

A: 我家有 5 口人，爷爷、奶奶、爸爸、妈妈和我。你家有几口人？

B: 我家有七口人。

A: 你有哥哥吗？

B: 有，我有 2 个哥哥，还有一个弟弟。

A: 你有姐姐吗？我没有姐姐，我有一个妹妹。

B: 你的爸爸妈妈做什么工作？

A: 我的爸爸是医生，我的妈妈是教师。你的爸爸妈妈呢？

B: 我的爸爸也是医生，妈妈是工程师。

A: 你的弟弟喜欢做什么？

B: 他喜欢看电视，你的爷爷奶奶喜欢做什么？

A: 我的爷爷喜欢钓鱼，奶奶喜欢旅行。你的爸爸妈妈喜欢做什么？

B: 我的妈妈喜欢买东西，爸爸喜欢爬山。你喜欢看电影吗？

A: 我不喜欢看电影，我喜欢玩游戏。再见。

B: 再见。

### Rubric 1: Rubric for Listening Comprehension

Excellent	Good	Average	Below Average
4 points	3 points	2 points	1 point
No errors	Miss 2 questions	Miss 4 questions	Miss more than 5 questions

### Class Survey Form

Family members	Preferences in family activity	Like	Dislike

### Rubric 2: Oral Presentation

Students are assessed continuously in the class. The main focus is on the Oral Presentation. The following rubrics are followed when assessing each student's oral presentation during individual work and pair work. A score of 4 is "excellent", and 1 is "needs improvement".

Name\_\_\_\_\_

	Excellent 4	Good 3	Fair 2	Need Improvement 1
Task Completion	Superior completion of the task; responses appropriate and with elaboration.	Completion of the task; responses appropriate and adequately developed.	Partial completion of the task; responses mostly appropriate yet developed.	Minimal completion of the task and/or responses frequently inappropriate

Comprehensibility	responses really comprehensible, requiring no interpretation on the part of the listener.	Responses comprehensible, requiring minimal interpretation on the part of the listener.	Responses mostly comprehensible, requiring interpretation on the part of the listener.	Responses barely comprehensible.
Fluency	Speech continuous with few pauses or stumbling.	Some hesitation but manages to continue and complete thoughts.	Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts.	Speech halting and uneven with long pauses and/or incomplete thoughts.
Pronunciation	Enhances communication.	Does not interfere with communication.	Occasionally interferes with communication.	Frequently interferes with communication.
Vocabulary & Grammar	Rich use of vocabulary.	Adequate and accurate use of vocabulary.	Somewhat in adequate and/or inaccurate use of vocabulary.	inadequate and/or inaccurate use of vocabulary.
Language Control	Control of basic language structures.	Emerging control of basic language structures.	Emerging use of basic language structures.	Inadequate and/or inaccurate use of basic language structures.

Raw Score: \_\_\_\_\_/24